

# **Critical Literacy**

## **in**

# **Catholic Schools**

***A Resource for Junior Division Teachers***



**Catholic Curriculum Cooperative  
Central and Western Region  
Mississauga, Ontario**

## **MISSION STATEMENT**

The Catholic Curriculum Corporation is a consortium of seventeen Catholic school boards across central and western Ontario. As an important partner in Catholic education, we recognize that Catholic education exists to provide a holistic formation of people as living witnesses of faith. We demonstrate our mission when we engage with, and support, our member boards in sustained, substantive school improvement and student growth that is reflective of a Catholic professional learning community.

## **MESSAGE FROM THE EXECUTIVE DIRECTOR**

Critical literacy focuses on having the students question a text on issues of fairness, equity, and social justice. The critical literacy component of a language program gives students an opportunity to include questions that will reinforce and extend student understanding of Catholic social teachings. In Catholic classrooms, critical literacy and the Catholic world view combine to create a lens for the students to use regularly when viewing texts.

This project provides a resource that Catholic teachers across the Junior Division can use to integrate critical literacy into their Religious Education, Family Life Education and literacy programs.

The Catholic Curriculum Cooperation would like to thank the Ministry of Education for the funding to complete this project.

G.A. Blake,  
Executive Director

## **ACKNOWLEDGEMENTS**

The Catholic Curriculum Corporation acknowledges, with thanks, the contributions of the following:

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Catholic Curriculum Cooperative – Central and Western Region  
Mississauga, Ontario

February 2007

## **Purpose of the Document**

The Ontario Curriculum Grades 1 to 8: Language emphasizes teaching students to think critically when they encounter texts of all types. This resource was created for Junior Division Catholic teachers to demonstrate how to implement critical literacy in a Catholic program.

It is presented as a separate unit for purposes of demonstration but it is intended that these lessons be used in whole or part by incorporating them into a current unit in any of the following curriculum areas:

Religious Education  
Family Life Education  
Social Studies  
Language

***Critical Thinking:*** *The process of thinking about ideas or situations in order to understand them fully, identify their implications, and/or make a judgement about what is sensible or reasonable to believe or do. Critical-thinking skills used in reading include: examining opinions, questioning ideas, interpreting information, identifying values and issues, detecting bias, detecting implied as well as explicit meanings. Critical-thinking skills used in writing include: questioning, hypothesizing, interpreting, inferring, analysing, comparing, contrasting, evaluating, predicting, reasoning, distinguishing between alternatives, making and supporting judgements, synthesizing, elaborating on ideas, identifying values and issues, detecting bias, detecting implied as well as explicit meanings.*

*The Ontario Curriculum, Grades 1 – 8/ Language p. 152*

## Why Critical Literacy is Important in a Catholic Curriculum

*Catholic schools have the unique educational purpose of presenting a Catholic world view to their students.*

*Writing Catholic Curriculum 2006*

Reading texts critically helps students understand themselves, others, and their position in the world. In a Catholic classroom, students develop an understanding of how to interpret, analyse and make judgements about texts within a Catholic world view.

Critical literacy is an integral part of all literacy instruction and can be the focus of any stage of the reading process:

- **Before reading**, when determining a purpose for reading, readers consider how the text will relate to what they already know or believe about a topic.
- **During reading**, students read texts critically to identify the perspective of the writer and relate it to their own perspective on a topic.
- **After reading**, as they analyse how texts are constructed, junior readers come to value their developing literacy skills and use them when considering both the author's purpose and point of view. While discussing texts with peers, they reflect on issues of social justice and their impact on themselves and on the world around them.

The critical reading of a text will often stimulate the students to take an action related to social justice. Any action that students and teachers plan should be appropriate to the developmental stage of the students.

***Critical Literacy:*** *The capacity for a particular type of critical thinking that involves looking beyond the literal meaning of texts to observe what is present and what is missing, in order to analyse and evaluate the text's complete meaning and the author's intent. Critical literacy goes beyond conventional critical thinking in focusing on issues related to fairness, equity, and social justice. Critically literate students adopt a critical stance, asking what view of the world the text advances and whether they find this view acceptable.*

*The Ontario Curriculum, Grades 1 – 8/ Language p. 152*

## Critical Literacy Texts

*Text: A means of communication that uses words, graphics, sounds, and/or images, in print, oral, visual, or electronic form, to present information and ideas to an audience.*

*The Ontario Curriculum Grades 1 to 8: Language*

The above very broad definition of text gives teachers many opportunities to teach students how to think critically about the variety of texts they encounter. In a Catholic classroom, students experience the added dimension of evaluating any text critically in light of Catholic values.

Limited specific titles have been referenced in this unit. Over time, teachers are encouraged to collect a variety of mentor texts (literary, graphic and informational) that can be used to teach students about critical literacy. These texts should contain topics of interest to the students in the specific grade. They should include people in different situations and from different cultures to demonstrate the concept of community, e.g. graphic texts such as photographs should include: family photos, school pictures, pictures of groups of people working together, pictures of people from various cultures. When creating a collection for classroom use, ensure that the texts are diverse in content (gender, culture, social-economical status, etc).

**Students should understand that any text can be analyzed and evaluated critically.** Once the students have had teacher-directed lessons on how to evaluate texts critically, the application of this strategy should be applied throughout the year as the students meet a wide variety of texts.

### Examples of a Variety of Texts

**Literary Texts:** myths, plays, short stories, chapter books, letters, diaries, poetry, culturally focused legends biographies, novels, fantasies

**Graphic Texts:** graphic novels, diagrams, brochures, graphs and graphic organizers, charts and tables, maps, hobby or sports magazines, advertisements, logos, atlases, graphic organizers

**Informational Texts:** textbooks, non-fiction books, print and online newspaper and magazine articles or reviews, print and online encyclopaedias and atlases, various electronic texts, web quest texts, editorials, articles, reports, biographies, print and online articles

## **Resources for Designing Catholic Curriculum**

In addition to the Ontario Curriculum, the following resources are to be used when designing Catholic curriculum:

- Catholic Curriculum Maps, CCC
- Catechism of the Catholic Church, CCCB
- Curriculum Support for Catholic Schools V2, EOCCC
- Education for All, EDU
- Educating the Soul, ICE
- The Ontario Catholic School Graduate Expectations, ICE
- Writing Catholic Curriculum Course, CCC
- Learning from Assessment, CCC

When using this unit, further instruction and resource references can be found in:

- Fully Alive* (Gr. 1-8), OCCB - Strands: Commitments, Contributing to Society
- Born of the Spirit*, Gr. 1-6, NORE - Strands: Basic Catholic Teachings & Moral Awareness

## **Effective Instruction**

Students should have experienced and developed an understanding of a variety of instructional approaches and learning experiences as described in *A Guide to Effective Literacy Instruction: Grades 4 to 6, EDU 2006*. Within the instructional approaches, students participate in various reading experiences. Students observe a new reading strategy as it is demonstrated by an experienced reader (modeled); they try the new strategy out in community with others including discussion about how the strategy works (shared practice); they take more individual responsibility as they practice the strategy as part of a small group, with more focused discussion on how the strategy works (guided practice); and they apply the strategy to their own response to text (independent practice).

Strategies to support comprehension are what ultimately meld students into effective readers, writers, and communicators. Students will be expected to activate prior knowledge, predict, visualize, question, draw inferences, summarize, synthesize, evaluate, and develop their own metacognition skills to continually monitor and revise their comprehension.

## Assessment

*Ongoing literacy assessment is the cornerstone of learning in the junior grades. Teachers continually assess the reading, writing, talking, listening, and thinking skills of their students in order to identify each student's strengths and needs, and then use this information to revise instructional priorities for the whole class.*

*Literacy for Learning, p. 45*

Teachers will assess student understanding of the concepts and strategies presented in this unit before, during and after instruction. Several strategies have been suggested and a rubric has been provided. It is expected that teachers will integrate these suggestions and resources into their personal assessment plans. Appropriate feedback is provided to students on assessed work in a way that promotes learning and facilitates improvement.

Teachers are referred to the following documents for further information on assessment:

Ontario Ministry of Education:

*A Guide to Effective Literacy Instruction, Grades 1 – 8: Volume Two: Assessment*

*Literacy for Learning: The Report of the Expert Panel on Literacy in Grades 4 to 6 in Ontario pp 45 – 53*

Catholic Curriculum Corporation – Western and Central Region:

*Learning from Assessment (revised 2007)*

## Differentiating Instruction

All students have unique gifts from God. Teachers realize this and address students as each possessing a distinctive learning style which requires teachers to differentiate their instruction accordingly. As facilitators of learning and reflective practitioners, we are accountable to our students to provide programming that is holistic in nature and that addresses individual multi-intelligences.

Instruction can be differentiated in three areas: content, process and product (See Appendix 1). What students are to learn, how it is taught and what they are expected to produce can be altered to meet the needs of the students in the class.

Further information on differentiating instruction can be found in:

*Literacy for Learning: Report of the Expert Panel on Literacy in Grades 4 to 6 in Ontario pp 40 – 44*

*A Guide To Effective Literacy Instruction Grades 4–6 Volume One pp 81 to 91*

*Education for All: The Report of the Expert Panel on Literacy and Numeracy Instruction for Students With Special Education Needs, Kindergarten to Grade 6, page 59 to 70.*

## Unit Focus

The lessons that follow illustrate the importance of belonging to a **community** and the obligation to be responsible, contributing, and respectful members of the various communities to which the students belong.

The students will be encouraged to think critically. They will reflect on how one's actions may influence the overall dynamics of a community and how this may impact humanity as a whole. Students are encouraged to reflect on their own special place in the world.

## Unit Overview

The following Overview chart indicates the lessons that are contained in this resource. Teacher preparation and resources for each lesson are described.

*The three short written mentor texts can be taken from many sources. Please refer to the chart on page 5: Examples of a Variety of Texts. Teachers may want to collect several mentor texts that can be used in future years. For instructional purposes, these texts should have topics of interest to the students and obvious viewpoints that will stimulate discussion.*

Lesson	Title	Assessment Strategy	Teacher Preparation/ Resources Needed
1	Introduction to concept of community	Before Teaching	- 'community' pictures collected by students and the teacher - chart paper - student journals
2	Responsibilities of Community Members	During Teaching	- Two Great Commandments poster - chart paper - student journals
3	Questioning the Text Literal and Inferential	During Teaching	- a short, written text – 1 copy/student - literal & inferential questions – 1/student (teacher generated)
4	Questioning the Text Critical	During Teaching	- Types of Questions anchor chart (Appendix 3) - Shared Reading text
5	Review - Types of Questions	During Teaching	- a short, written text – 1 copy/student - literal, inferential, critical questions - 1 copy/student (teacher generated)
6	Culminating Summative Assessment	After Teaching	- a short, written text – 1 copy/student - assignment BLM 1 - assessment rubric BLM 2

## Extension Lessons

Appendix 4 contains three lessons which will assist teachers in extending this unit into other curriculum areas: Social Studies, Mathematics and Religious Education.



## LESSON 1: INTRODUCTION TO CONCEPT OF COMMUNITY

### Purpose

This lesson will: introduce the unit to the class  
review the students understanding of 'community'.  
help the students understand that texts can be interpreted differently  
allow for pre-teaching assessment which will shape the presentation of the rest of the unit

### Teacher Notes

This lesson may be presented during Religious Education or during the Language Block as an introduction to the unit.

Ask the students to bring in photographs, or pictures from magazines/newspapers that reflect people in community settings in order to have a sense of how the students view the term 'community'. The teacher will also collect several pictures to ensure that the collection of pictures is diverse in content (gender, culture, social-economical status, etc.)

**Community:** *A community is any group of people who come together with a common interest, vision or purpose.*

**Catholic Community:** *A Catholic community is one where the Holy Spirit guides us in our knowledge and love of God and teaches us to grow in love for one another.*

### Expectations

#### Ontario Catholic School Graduate Expectations:

- develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good

#### Ontario Curriculum Expectations:

- read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning
- explain why different audiences might respond differently to specific media texts
- demonstrate an understanding of a variety of media texts
- generate, gather, and organize ideas and information to write for an intended purpose and audience

## Introduction and Before Teaching Assessment

### A. To review the students' understanding of the term 'community':

Distribute the 'community' pictures randomly throughout the class. Give the students time to study several different pictures and encourage them to discuss the pictures with their peers.

As a group, discuss how the pictures reflect people who are members of various communities. Discuss the many types of communities to which the students belong.

Have the students, working individually, reflect in their journals about their first impressions of the pictures in relation to the idea of 'community'. Have them organize their ideas under the following headings:

#### COMMUNITY

What I Know	What I Think	What I Wonder About

Have some the students share their journal entries with the whole class.

Tape several of the pictures on the board on either side of blank anchor chart paper. Write COMMUNITY at the top of the chart paper. Ask the students to suggest characteristics of any 'community'. Make notes on the anchor chart as suggestions are offered. When a number of characteristics have been recorded, review the pictures and the list of characteristics.

### B. To help the students understand that texts can be interpreted differently by their peers (i.e. texts carry different messages depending on the experiences of the readers):

Present a new picture and ask the students to think of one word, related to community, about the picture. Have several students tell their word and why they thought of it. Jot the words on the board as they are offered.

Discuss the many different ideas about community that were presented. Ask them why they think this might have happened.

## Assignment

Working in their journals, have the students write a definition of 'community'.

## Before Teaching Assessment

Using observation during discussions and assessment of journal entries to assess:

- understanding on concept of 'community'
- knowledge that texts can be interpreted differently depending on experience of the reader

## During Teaching Assessment

Determine:

- the need for future lessons on developing understanding of 'community'
- any students who may need small group instruction to develop concepts

<p><b>BLM 2: Rubric – Responding Critically to Texts</b> Contains criteria that can be used to focus your assessment</p>
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## LESSON 2: RESPONSIBILITIES OF COMMUNITY MEMBERS

*And he said to him, “You shall love the Lord your God with all your heart, and with all your soul, and with all your mind. This is the great and first commandment. And a second is like it, You shall love your neighbor as yourself. On these two commandments depend all the law and the prophets.”*

*Matthew 22:37-40*

### Purpose

Students will understand that they belong to many communities and that they have responsibilities as members of those communities.

### Expectations

#### Ontario Catholic School Graduate Expectations:

- works effectively as an interdependent team member
- respects the rights, responsibilities and contributions of self and others
- exercises Christian leadership in the achievement of individual and group goals

#### Ontario Curriculum Expectations:

- use stated and implied ideas in texts to make inferences and construct meaning
- use overt and implied messages to draw inferences and construct meaning in media texts
- identify conventions and techniques appropriate to the form chosen for a media text they plan to create
- produce media texts for specific purposes and audiences, using appropriate forms, conventions, and techniques

### Teacher Notes

This lesson can be linked to the Born of the Spirit religion program and the Catholic Curriculum Maps (see Overview Chart: Unifying Catholic Themes and Essential Questions for Junior Grades - Appendix 2)

This lesson includes formative assessment and feedback to the students about their progress and the identification of areas for improvement.

You will need two posters, one for each of the two Great Commandments.

## **Instruction**

Revisit the pictures introduced on the previous day by mounting some of them across the board or making them part of a Community bulletin board display. Review what all the previous day's pictures had in common and some of the students' definitions of 'community'.

Brainstorm various types of communities that the students belong to and list them on chart paper. Have the students start with everyday interactions and move outwards to communities that are further away (e.g. family, school, neighbourhood, teams, hobby/interest group, organizations, citizens of Canada, world)

Post the two Great Commandments on the board. Discuss where these Commandments came from and what they have to do with 'community'. Discuss how the Holy Bible teaches us to relate to God, to ourselves, to others, and to our environment.

Help the students understand that these Commandments explain what it is to be a member of a 'community' and the responsibilities attached to being a member. Using the classroom community as an example, have the students record 2 or 3 examples of the responsibilities of belonging to this community, e.g., sharing, cooperating, helping others, including others in activities, completing tasks and homework and then discuss.

Explain that there are responsibilities related to each of the communities to which the students belong. In small groups, have the students choose a community from the list and discuss some responsibilities that go with belonging to that community. As a whole class, have the students share some of their ideas. Record their ideas on a chart.

To extend the learning, have each student, working independently, select a different community to which he or she is a member and make a poster demonstrating how the biblical text from Matthew speaks to them as a member of a Catholic community, i.e. what it means to 'Love God with all your heart...or love your neighbour as yourself'.

Collect their responses for assessment.

## **During Teaching Assessment Opportunities**

Using observation and assessment of student journals to assess:

- understanding that they belong to many communities
- recognizing that they have responsibilities as a member of a community

Provide feedback to the students on their progress and identify areas for improvement.

Based on information obtained during assessment, determine:

- the need for future lessons on developing concepts
- the need for individual or small group instruction of concepts

<p><b>BLM 2: Rubric – Responding Critically to Texts</b> Contains criteria that can be used to focus your assessment</p>
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## LESSON 3: QUESTIONING THE TEXT - LITERAL and INFERENTIAL QUESTIONS

### Purpose

In this lesson, students will improve their use of the reading comprehension strategy: questioning. They will ask questions about the content, topic or ideas in texts. They will learn the kinds of questions effective readers pose to enhance comprehension. They will also learn that the depth of the questions they ask as they are reading will determine the depth of the meaning they take from the text.

If students learn to question the text as a routine strategy when they read, they are better able to focus on meaning and to remember important information in the text.

### Teacher Notes

This lesson focuses on *literal* and *inferential* questions only. (See Appendix 3: Types of Questions for definitions and examples.) It is important that students understand these two types of questions before moving on to the more complex *critical* questions.

For this lesson, you will need to:

- select/prepare multiple copies of a short, written text
- generate a handout with several literal and inferential questions about the text

### Expectations

#### Ontario Catholic School Graduate Expectations:

- works effectively as an interdependent team member
- respects the rights, responsibilities and contributions of self and others
- exercises Christian leadership in the achievement of individual and group goals

#### Ontario Curriculum Expectations:

- identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand texts
- use stated and implied ideas in texts to make inferences and construct meaning
- generate ideas about a potential topic using a variety of strategies and resources

### Instruction

Have the students work in pairs to read a short written text related to the topic ‘community’. Have each pair create a question about the text to be shared with the class. Have the questions recorded on strips of chart paper and taped to the board.

As a whole group, have the students review the questions and think about the answers. Without the assistance of the students, sort the questions into two categories: literal and inferential. (Don’t give them these labels yet.) *If there are any questions at the critical level, set them aside for now.*

Have the students try to figure out your sorting rule, i.e. the answer is in the text, you have to ‘read between the lines’ to get the answer

Have the students review the literal questions and ask

- How do you find the answer to these questions? -- *stated in the text*
- Do these questions give you any new ideas about the text? - *not usually*
- How many words does it generally take to answer these questions? - *a simple sentence*

Put a heading 'Literal Questions' at the top of this column.

Have the students review the inferential questions and ask:

- How do you find the answer to these questions --- *by putting together what is implied but not stated with what they know about the topic, genre, etc*
- Do these questions give you any new ideas about the text? - *makes them think about their response to the text which usually generates new ideas*
- How many words does it generally take to answer these questions? – *usually requires several sentences*

Put a heading 'Inferential Questions' at the top of this column.

Review the two types of questions and discuss how the inferential questions made them think more deeply about the content of the text and how they responded to the ideas in the text. Inferential questions usually require them to justify their answers using ideas from the text and from their own experience.

## Assignment

Distribute the teacher-created questions assignment and have them answer the questions. Have them label the questions as to whether they are literal (L) or inferential (I).

## During Teaching Assessment

Using observation and assessment of student journals to assess:

- understanding of the difference between literal and inferential questions
- understanding of how appropriate responses to the two types of questions differ

Provide feedback to the students on their progress and identify areas for improvement.

Based on information obtained during assessment, determine:

- the need for future lessons on understanding of the difference between literal and inferential questions
- any students who may need small group instruction to develop this understanding

<p><b>BLM 2: Rubric – Responding Critically to Texts</b> Contains criteria that can be used to focus your assessment</p>
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## **LESSON 4: QUESTIONING THE TEXT – CRITICAL QUESTIONS**

### **Purpose**

In this lesson, students will move beyond asking literal and inferential questions to asking *critical* questions.

They will use the comprehension strategies of analyzing and evaluating when responding critically to texts. Students will consider their personal response to texts in light of their understanding of what it means to be a responsible member of a Catholic community.

### **Teacher Notes**

When selecting texts for this lesson, choose a literary, graphic or informational text with an obvious viewpoint, e.g., an ad from a magazine, an editorial from a local newspaper, a short story with an obvious viewpoint.

The writing assignment at the end of this lesson will be used to assess the students' abilities to respond critically to a text. The information gained from this assessment will be used to shape Lessons 5: Review, and any further lessons that are required to meet the needs of the students in the class before assigning the culminating task. .

You will need: to create an anchor chart: Types of Questions (See Appendix 3)  
a text for the Shared Reading lesson – visual or written

### **Expectations**

#### **Ontario Catholic School Graduate Expectations:**

- works effectively as an interdependent team member
- respects the rights, responsibilities and contributions of self and others
- exercises Christian leadership in the achievement of individual and group goals

#### **Ontario Curriculum Expectations:**

- use stated and implied ideas in texts to make inferences and construct meaning
- extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts and to the world around them
- make judgements and draw conclusions about the ideas and information in texts and cite stated or implied evidence from the text to support their views
- identify the point of view presented in texts, ask questions to identify missing or possible alternative points of view, and suggest some possible alternative perspectives
- identify the topic, purpose, and audience for a variety of writing forms
- generate ideas about a potential topic using a variety of strategies and resources
- identify and order main ideas and supporting details and group them into units that could be used to develop several linked paragraphs, using a variety of variety of strategies and organizational patterns

## **Instruction**

Refer the students back to the first couple of lessons in this unit, i.e.: what is a community, what it means to be a responsible member of a Catholic community. Review the values raised in these lessons, e.g.: inclusiveness, fairness, caring for feelings of others, etc.

Tell them that when they read texts, they should be thinking about these values and they should ask questions such as:

- Why is the author writing this text?
- What is the author's viewpoint, i.e. what point is the author trying to make?
- How is the author trying to influence their thinking?
- Is there another viewpoint on the topic?
- What voices are not being heard in the text?
- Is there a way that other voices could have been included?
- How might Jesus respond to this text?

Tell them that these kinds of questions that make them think about how they view the world are called *critical* questions.

Display the Kinds of Questions anchor chart and examine the three types of questions.

Focus their attention on the Critical Questions section. Tell them that this kind of question moves the readers beyond asking literal and inferential level questions and connects readers to a text and to the world around them.

Remind them that:

- they should reflect on the Commandments discussed in a previous lesson, think of themselves as responsible members of a Catholic community, and decide if the text reflects the values of such a community. Does the text they are reading seem fair, is more than one view presented, is one person or group ridiculed, etc.
- they should understand that there may be many 'correct' answers to critical questions depending on the viewpoint of the reader and the reader's knowledge and experience.

Using either a visual text (e.g.: an ad from a newspaper or magazine) or a written text (e.g.: an opinion piece from a journal or newspaper) with a topic of interest to the students, conduct a Shared Reading lesson about the text. Teach the students to ask themselves the following kinds of questions:

### **Sample Guiding Questions**

#### **Before viewing/reading:**

- Why am I reading this text?
- What do I know about this genre?
- Why might the author have written this text? (author's purpose)
- What do I think about this topic? Will the author agree? (author's viewpoint)
- What is the Catholic world view about this topic?



**During viewing/reading:**

Am I identifying the author's viewpoint?  
How does the author defend that viewpoint?  
Am I agreeing with the author?  
Are there other viewpoints to be considered?  
How does a Catholic perspective influence our understanding of what I am reading?

**After viewing/reading:**

Why do I think the author wrote this text? (author's purpose)  
What point is the text trying to make? (author's viewpoint)  
Does that viewpoint agree with what I previously thought about this topic?  
Are there other points of view? What are they? Whose point of view is missing?  
What does this text mean to me as a Catholic? What do I think about it?  
Does this text reflect Catholic values about how we should treat others? Why or why not?  
How might the text be changed to reflect these values?

**Assignment**

Have the students write a letter to the author/illustrator about their reactions to the text. They should describe how the text spoke to them as a member of a Catholic community or suggest changes which might better present a Catholic world view.

**During Teaching Assessment**

Using observation and assessment of student journals to assess:

- understanding of how critical questions are different from literal and inferential questions
- understanding of how critical questions connect to a Catholic world view /Catholic values about community
- understanding of how to ask critical questions

Provide feedback to the students on their progress and identify areas for improvement.

Based on information obtained during assessment, determine:

- the need for future lessons on identifying critical questions
- the need for future lessons on how to ask critical questions
- any students who may need small group instruction to develop this skill

<p><b>BLM 2: Rubric – Responding Critically to Texts</b> Contains criteria that can be used to focus your assessment</p>
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## **LESSON 5: REVIEW – TYPES OF QUESTIONS**

### **Purpose**

This lesson will give the students practice with and feedback about identifying the three types of questions before they are asked to respond critically to a text in a culminating task.

### **Teacher Notes**

Use this lesson to reinforce two points:

- any text can be analyzed and evaluated critically
- as members of a Catholic community, the students have the responsibility to think about Catholic values when they analyze and evaluate texts

In order to help students understand that *any* text can be analyzed critically, choose a text from a source that students would be very familiar with, e.g., reading program, informational text on a current topic, popular website, etc.

You will need: a short, written text along with literal, interpretive and critical questions about the text.

### **Expectations**

#### **Ontario Catholic School Graduate Expectations:**

- exercises Christian leadership in the achievement of individual and group goals
- examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.
- examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities.
- witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society.

#### **Ontario Curriculum Expectations:**

- use stated and implied ideas in texts to make inferences and construct meaning
- extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts and to the world around them
- make judgements and draw conclusions about the ideas and information in texts and cite stated or implied evidence from the text to support their views
- identify the point of view presented in texts, ask questions to identify missing or possible alternative points of view, and suggest some possible alternative perspectives
- identify the topic, purpose, and audience for a variety of writing forms
- generate ideas about a potential topic using a variety of strategies and resources

## **Instruction**

Refer to the anchor chart: Types of Questions. Discuss the difference in the three kinds of questions. .

Have the students recall a familiar folktale, fairytale, story, or informational text. Ask the students to give examples of the three types of questions about the text. They should ask the question and then tell what type of question they think it is.

For example: Where was Little Red Riding Hood going? (literal)  
How do you think she knew the way to Grandmother's cottage? (inferential)  
How are wolves characterized in this folktale? (Critical)  
If the wolf was writing this folktale, how might it be different? (Critical)

Emphasize that, when reading texts, as Catholics, they should ask critical questions that make them think about their personal connection to the text, other texts they have read on the same topic, and the world Jesus envisioned in the two Great Commandments.

## **Assignment**

Provide the short, written text and the three types of questions which they could use to analyse it. Working individually, have the students read the text and think about the author's point of view and how this makes them feel. Have them answer the questions and then classify each question, i.e. put an L beside literal questions, an I beside interpretive questions, and a C beside critical questions.

## **During Teaching Assessment**

Using observation and assessment of student journals to assess:

- understanding of three kinds of questions

Based on information obtained during assessment, determine:

- the need for future lessons on understanding critical questions
- any students who may need small group instruction to develop this understanding

<p><b>BLM 2: Rubric – Responding Critically to Texts</b> Contains criteria that can be used to focus your assessment</p>
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## **LESSON 6: CULMINATING SUMMATIVE ASSESSMENT**

### **Purpose**

This lesson will give teachers summative assessment information about the students' achievement in reading texts critically.

### **Teacher Notes**

Chose a selection for the students to read, e.g.: short story, fable, poem, picture, website page, newspaper article, informational text. For purposes of this assessment lesson, the text should contain an obvious message, bias, or viewpoint that the students can identify with and respond to.

Make multiple copies of:

- the text
- the Critical Reading Assignment BLM 1
- the Rubric - Responding Critically to Text BLM 2

### **Expectations**

#### **Ontario Catholic School Graduate Expectations:**

- exercises Christian leadership in the achievement of individual and group goals
- examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.
- examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities.
- witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society.

#### **Ontario Curriculum Expectations:**

- read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning
- generate, gather, and organize ideas and information to write for an intended purpose and audience
- draft and revise their writing, using a variety of information, literary, and graphic forms and stylistic elements appropriate for the purpose and audience

### **Instruction**

Distribute the assessment rubric, BLM 2: Rubric - Responding Critically to Text and discuss it with the class.

Distribute the text and the assignment, BLM1: Critical Reading Assignment. Discuss what the students are expected to do and answer any questions.

### **After Teaching Assessment**

Use BLM 2: Rubric – Responding Critically to Text to assess student work

## BLM 1

## Critical Reading Assignment

**Read and Think:**

Read the text.

Identify the purpose to the text. What is the author trying to do with this text?

Identify the viewpoint of the author/illustrator. What message are you supposed to get from the text?

Consider your own views about the ideas presented in the text.  
Is there another side to this issue? Are the ideas fairly presented? Is there a fairer way to present the ideas? Give reasons to support your answers.

Think about the Catholic world view that your class has been discussing during this unit?  
Does this text reflect that world view? Give reasons to support your answers.

***Review the Rubric: Responding Critically to Texts to see how your response will be assessed.***

.....

**Respond:**

Write a response to this text choosing an appropriate form, e.g.: letter to the author, another version of a story.

Follow these steps to creating your response:

1. To focus your response to the ideas presented in the text, make a T-chart with the headings

<u>Ideas Presented in the Text</u>	<u>My Views on These Ideas</u>

2. Create an outline for your response. For example:  
My Position:  
Supporting Details:  
Summary:
3. Write your response, using your outline to guide your writing.
4. Revise and edit your response.

<b>Rubric: Responding Critically to Texts</b>				
<b>Categories</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
<b>Knowledge &amp; Understanding</b> <ul style="list-style-type: none"> <li>concept of community</li> <li>texts can be interpreted differently</li> <li>responsibilities of community members</li> <li>a Catholic world view</li> <li>how a Catholic world view can guide their actions</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates limited knowledge of content</li> <li>demonstrates limited understanding of content</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates some knowledge of content</li> <li>demonstrates some understanding of content</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates considerable knowledge of content</li> <li>demonstrates considerable understanding of content</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates thorough knowledge of content</li> <li>demonstrates thorough understanding of content</li> </ul>
<b>Thinking</b> <ul style="list-style-type: none"> <li>use of questioning as a reading strategy</li> <li>use of critical thinking processes (when discussing, reading, writing)</li> </ul>	<ul style="list-style-type: none"> <li>uses questioning skills with limited effectiveness</li> <li>uses critical thinking processes with limited effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>uses questioning skills with some effectiveness</li> <li>uses critical thinking processes with some effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>uses questioning skills with considerable effectiveness</li> <li>uses critical thinking processes with considerable effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>uses questioning skills with a high degree of effectiveness</li> <li>uses critical thinking processes with a high degree of effectiveness</li> </ul>
<b>Communication</b> <ul style="list-style-type: none"> <li>expression of ideas and information</li> <li>communication for different audiences</li> <li>use of conventions</li> </ul>	<ul style="list-style-type: none"> <li>expresses and organizes ideas and information with limited effectiveness</li> <li>communicates for different audiences and purposes with limited effectiveness</li> <li>uses conventions, vocabulary and terminology with limited effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>expresses and organizes ideas and information with some effectiveness</li> <li>communicates for different audiences and purposes with some effectiveness</li> <li>uses conventions, vocabulary, and terminology with some effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>expresses and organizes ideas and information with considerable effectiveness</li> <li>communicates for different audiences and purposes with considerable effectiveness</li> <li>uses conventions, vocabulary, and terminology with considerable effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>expresses and organizes ideas and information with a high degree of effectiveness</li> <li>communicates for different audiences and purposes with a high degree of effectiveness</li> <li>uses conventions, vocabulary, and terminology with a high degree of effectiveness</li> </ul>
<b>Application</b> <ul style="list-style-type: none"> <li>application of knowledge and skills</li> <li>ability to make connections (text-self, text-text, text-world)</li> <li>relating of Catholic world view to critical thinking processes</li> </ul>	<ul style="list-style-type: none"> <li>applies knowledge and skills with limited effectiveness</li> <li>makes connections with limited effectiveness</li> <li>relates Catholic world view with limited effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>applies knowledge and skills with some effectiveness</li> <li>makes connections with some effectiveness</li> <li>relates Catholic world view with some effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>applies knowledge and skills with considerable effectiveness</li> <li>makes connections with considerable effectiveness</li> <li>relates Catholic world view with considerable effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>applies knowledge and skills with a high degree of effectiveness</li> <li>makes connections with a high degree of effectiveness</li> <li>relates Catholic world view with a high degree of effectiveness</li> </ul>

## Appendix 1

### How Instruction Can Be Differentiated

<b>Content:</b>  <b>What students learn (input)</b>	<b>Process:</b>  <b>How they learn it or make sense of it</b>	<b>Product:</b>  <b>How they demonstrate what they learned (output)</b>
<ul style="list-style-type: none"> <li>- multiple representations of key concepts</li> <li>- emphasize key ideas or big ideas</li> <li>- alternate forms of text (e.g., taped, large print, scanned)</li> <li>- curriculum compacting (buying time for interest areas)</li> <li>- texts of varying levels</li> <li>- learning contracts</li> <li>- mini-lessons</li> <li>- flexible groupings</li> <li>- focus on interests</li> <li>- vary the level (modification)</li> <li>- tiered activities</li> </ul>	<ul style="list-style-type: none"> <li>- multiple means of student engagement</li> <li>- flexible groupings</li> <li>- jigsaw</li> <li>- literature circles</li> <li>- learning centres/interest centres</li> <li>- mind mapping</li> <li>- think-pair-share</li> <li>- multiple intelligences</li> <li>- cooperative group learning</li> <li>- scaffolding</li> <li>- modeling</li> <li>- retell, reflect, relate</li> <li>- guided practice</li> <li>- tools that reduce the processing load: e.g., graphic organizers, visual aids, acronyms, word walls, strategy wall</li> </ul>	<ul style="list-style-type: none"> <li>- multiple means of student expression</li> <li>- oral: speech, presentation, seminar, dramatization, public service announcement, interview, puppet show, news report</li> <li>- written: creative writing, journal, article, letter, cartoon, song, poem</li> <li>- build/design: display, model, game</li> <li>- artistic: graphic, painting, photography, illustration, poster</li> <li>- technology: power point presentation, web pages, chart</li> </ul>
Developed by Education for All Committee, Durham Catholic DSB		

**CATHOLIC CURRICULUM MAPS**  
**Overview Chart:**  
**Unifying Catholic Themes and Essential Questions**  
**Junior Grades**

**Appendix 2**

4	Preferential Option for the Poor and Vulnerable	What does Jesus ask of us?	<ul style="list-style-type: none"> <li>• A distinctly Catholic perspective on the world maintains that we can measure the quality of any society by the way its most poor and vulnerable are treated (EOCCC)</li> <li>• Jesus is the ultimate model of how we are called to care for those that society overlooks</li> <li>• Students use Scripture to develop a deeper understanding Jesus, and what Jesus expects of his followers</li> </ul>
5	Community and the Common Good	How do we live in community?	<ul style="list-style-type: none"> <li>• The Catholic tradition proclaims that humans are not only sacred, but are also social</li> <li>• We must be mindful of the human dignity and rights of all as we come together in community</li> <li>• We are called to critique prevailing social structures to ensure that all are fairly represented</li> <li>• Students investigate covenant stories in Scripture as well as stories of the early formation of the Church</li> </ul>
6	Human Rights and Responsibilities	How do we live in accordance with God's will?	<ul style="list-style-type: none"> <li>• By virtue of our human dignity, our Catholic tradition teaches that all humans have the right to life, food, shelter, health care, education, and employment</li> <li>• We, in turn, have the duty and responsibility to care for one another, our families, and those in society</li> <li>• We come to a greater understanding of how we are to ensure the rights of all, and what our obligations are, by understanding God's will for humanity</li> <li>• Students examine the Decalogue and the Beatitudes as guides for right action</li> </ul>

Information about the Catholic Curriculum Maps Project, including: User Guide, Overview Guide, Core Maps, Essential Maps and Projected Maps can be found on the Catholic Curriculum Corporation website ([www.catholiccurriculumcorp.org](http://www.catholiccurriculumcorp.org)).



## Appendix 3

TYPES OF QUESTIONS		
Question Type	Description	Examples
<b>Literal</b>	<p>Literal questions relate to information that can be found in the text.</p> <p>Answers to literal questions can be found by examining the text.</p> <p>Support for the answers can also be found in the text.</p>	<p><b>What</b> is the definition of ...?</p> <p><b>Who</b> started the game?</p> <p><b>Where</b> does the story take place?</p> <p><b>When</b> did she notice the ... was missing?</p>
<b>Inferential</b>	<p>Inferential questions relate to information that lies 'between the lines'.</p> <p>Readers go beyond the words of a text to make assumptions about what is implied but not stated.</p> <p>To support their answers to inferential questions, readers use what the author implies and what they know personally to make an educated guess.</p>	<p><b>How might</b> ... be feeling?</p> <p>Based on these facts, <b>what do you think</b> can be done to prevent future ...?</p> <p><b>Why do you think</b> he took the ...?</p> <p><b>How do you think</b> they got to the ...?</p>
<b>Critical</b>	<p>Critical questions relate to making judgements about the text.</p> <p>Readers read beyond the text to make connections and judgements, to seek clarity, to examine the author's or a character's perspective, to consider other perspectives, and to determine their own perspective on the text.</p> <p><b>In a Catholic classroom, students make judgements from the perspective of Catholic Church teaching.</b></p> <p>To support their answers to critical questions, readers connect the text to their own lives, within a Catholic world view, and determine their own perspective on the text.</p>	<p>What <b>other choices</b> did ... have?</p> <p>Whose <b>point of view</b> is missing?</p> <p>What does this text mean to you <b>as a Catholic</b>?</p> <p>Does ...'s actions reflect <b>how we should treat others</b>?</p> <p>Are the ideas <b>fairly presented</b>?</p> <p>What is the <b>author's intent</b>?</p> <p>Is the author a <b>reliable source</b>?</p> <p>How might the text be changed to <b>reflect Gospel values</b>?</p> <p>Why should we <b>care about others</b>?</p>

## Appendix 4

### EXTENSION LESSON 1 – SOCIAL STUDIES

#### Purpose

In this lesson, students will explore the world's many cultures using categories: Nationalities, Languages, Ages, Religions, Food.

They will then research their individual family's heritage using these five categories.

#### Expectations

##### Ontario Catholic School Graduate Expectations:

- works effectively as an interdependent team member
- respects the rights, responsibilities and contributions of self and others
- exercises Christian leadership in the achievement of individual and group goals

##### Ontario Curriculum Expectations:

- identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand texts
- use stated and implied ideas in texts to make inferences and construct meaning
- generate ideas about a potential topic using a variety of strategies and resources

#### Teacher Notes

The mentor text "*If The World Was A Village*" by David J. Smith will be used in the Extension Lessons. However, any text that deals with critical literacy and has a community theme may be substituted and lessons adjusted accordingly.

The following lessons will focus on interpreting text from diverse cultures to understand different Nationalities, Languages, Ages, Religions and Foods. Students will use the roles of the junior writer as defined in the Literacy for Learning page 81: Meaning Maker, Text Crafter, Text User and Text Analyzer to pose open-ended questions and to connect to their own culture through the inquiry process using the mentor text, *If The World Were A Village* by David J. Smith. Students will utilize the self-made or class generated questions to conduct their own interview to represent their global village.

#### Instruction

Using the text "*If The World Were A Village*", read aloud, modeling fluency and expression, until the end of page 15. Summarize important ideas from the information presented after each page.

Record important facts on chart paper to use as a reference. Draw the Earth with one large village in the centre. In the centre of the village write the number 100. As facts about the village are introduced add them around the outside of the village using categories: Nationalities, Languages, Ages, Religions, Food.

Discuss each category with the students, by having them think about the classroom community first in relation to a category and then compare it to the world community.

- How is your nationality alike and different to one of the nationalities mentioned?
- What languages can you identify with? How might you overcome a language barrier if there were only a few people who spoke your language?
- How does your age as either the youngest or oldest member affect your lifestyle living in the village?
- What religion do you practise? What are some of the difficulties you may face if there were only a few believers of the same religion? What things would you have to change to visit your place of worship without jeopardizing your religious beliefs?
- What types of food do you enjoy eating? How can you ensure that many of the villagers would enjoy this food and prevent all of them from starvation?

Survey students to see if they fit into any of the categories listed in the pages of the book. If students don't fit into the categories ask them what this means to them (bias, voices marginalized).

Display category titles: Nationalities, Languages, Ages, Religions and Food on five pieces of chart paper on the blackboard.

Divide the students into five heterogeneous groups representing one of the five categories discussed and give each group a piece of chart paper.

Have the students devise open-ended questions relating to the category they were assigned using the graffiti technique within a limited time (i.e. seven minutes), encouraging use of the three types of questions as outlined in Appendix 3.

## **During Teaching Assessment**

Using observation and assessment of student journals to assess:

- understanding of three kinds of questions

Based on information obtained during assessment, determine:

- the need for future lessons on understanding critical questions
- any students who may need small group instruction to develop this understanding

Engage students who require extra support in meaningful talk. Use a variety of modalities (i.e. Literature Circles, Say Something, Retell, Relate, Reflect) to discuss.

Use either multiple copies of the picture book or support the group through a read aloud

Discuss and generate a list of open-ended questions with the students

## **Assignment**

Tell the students that they will be completing an independent Family Heritage research project.

They will:

- Write a summary of the mentor text, *If The World Were A Village* to read to their interviewee
- Choose and record one question from each of the five categories to be used as the interviewing questions as part of an independent Family Heritage research project (Nationalities, Ages, Language, Religion, Food)
- Conduct the interview and prepare written responses
- Create a detailed written response to the questions posed
- Generate any new questions

## **After Teaching Assessment**

*The Ontario Curriculum Grades 1-8 Language Revised 2006* achievement charts outlined on pages 20-21

Assess written component, oral/visual presentation of the independent research project.

Student summaries may be used as assessment.

## EXTENSION LESSON 2 - MATHEMATICS

### Strand – Data Management & Probability

#### Purpose

This lesson may be done in conjunction with or as an extension to the students' independent interview of their families' heritage. After the modeled teacher lesson, the students are expected to delve into personal family heritage. This information can easily become a catalyst for authentic data collection and graphing activities. This enables students to verify trends, predict outcomes, appraise statistics to the data presented in the mentor text, and create comparison graphs and charts based on these outcomes. If students in the other junior classes within the division participate in this independent study these statistics will further serve as supplementary data to validate or dispute mentor text validity.

#### Expectations

##### Ontario Catholic School Graduate Expectations:

- works effectively as an interdependent team member
- respects the rights, responsibilities and contributions of self and others
- exercises Christian leadership in the achievement of individual and group goals

##### Ontario Curriculum Expectations:

*By the end of Grade 4, students will:*

- collect and organize discrete primary data and display the data using charts and graphs, including stem-and-leaf plots and double bar graphs;
- read, describe, and interpret primary data and secondary data presented in charts and graphs, including stem-and-leaf plots and double bar graphs.

*By the end of Grade 5, students will:*

- collect and organize discrete or continuous primary data and display the data using charts and graphs, including broken-line graphs;
- read, describe, and interpret primary data and secondary data presented in charts and graphs, including broken-line graphs.

*By the end of Grade 6, students will:*

- collect and organize discrete or continuous primary data and display the data using charts and graphs, including continuous-line graphs;
- read, describe, and interpret primary data and secondary data presented in charts and graphs, including continuous-line graphs.

#### Before Teaching Assessment

Ensure that students are aware of differences between primary and secondary data, discrete and continuous data, and the different types of graphs targeted (e.g. broken-line, double bar, continuous-line, stem-and-leaf plot). This may be done through, quiz, or observation in the form of a review lesson. The achievement charts on pages 22 –23 from *The Ontario Curriculum Grade 1-8 Mathematics Revised 2005* may be used to assess the students as well as rubrics or anecdotal notes collected during this process.

## Modeled Lesson

Using a mentor text such as sports statistics from the local newspaper will aid the students in the process of taking data from a secondary source and turning this data into a particular format (i.e. broken-line graph) through a series of processes (i.e. tally).

- **Read** the mentor text once through without stopping
- **Revisit** the text this time thinking aloud about the facts and figures presented
- **Discuss** the data whole group as you read through the text
- **Transfer** the data to the board or chart paper
- **Determine** what data is important and what data is not needed
- **Tally** the information
- **Model** by introducing or reviewing how to create a particular graph (i.e. continuous-line) by reinforcing all necessary components (title, X and Y axis titles, scale, etc.)
- **Transfer** statistics onto the graph
- **Discuss** findings with the students (i.e. trends)

## During Teaching Assessment

Through observation and the use of anecdotal notes you may determine student engagement and participation during the modeled lesson.

## Shared Lesson

The expectation for this lesson is based on the theory that the students have had practice working in cooperative groupings. This lesson is an opportunity to compare the difference between primary and secondary data. The students will be using primary data for this activity.

**Explain** to the students that they will have an opportunity to practice the introduced concepts using the data that they collected from their own family members (primary data)

**Display** the completed modeled lesson graph to use as reinforcement for the students

**Reinforce** objectives of effective data collection and graphing

**Group** students heterogeneously

**Review** what is necessary to be a cohesive and well functioning group

**Instruct** the students to take the information from each of the group members and consolidate this information

**Distribute** chart paper and markers to each of the groups

**Support** groups as necessary by circulating around the room

**Share** each groups findings

**Transfer** these findings into a class graph that may be shared with other classes participating in the activity

**Compare** the class findings to that of the mentor text (i.e. *If The World Were A Village*)

**Determine** any bias' in the class data

**\*An independent task that could be completed for homework in the mentor text, on pages 30-31. An excellent link to help support additional lessons can be found at <http://www.mapping.com/gv>**

## **During Teaching Assessment**

The students may complete group work, self-assessment reflections, or charts. The teacher may observe and use anecdotal notes while circulating around the room. Listed below are criteria for the teacher while circulating around the room:

- Was the student an active participant in the group?
- Did the student come prepared with the assigned work beforehand?
- Was the student engaged in the task?
- Did the student help prepare the charts?
- Did the student participate in the presentation of findings?
- Was the student able to answer questions related to the data?
- Was there evidence of higher-order thinking?

## EXTENSION LESSON 3 - RELIGIOUS EDUCATION

### Purpose

This lesson is to support familiarity with the Scriptures by challenging the students to a Scavenger Hunt related to the mentor text, *If The World Were A Village*. The students will use the five subtitle content areas studied (Nationalities, Languages, Ages, Religions, Food) as reference to this mission. However, any mentor text that is well suited to this type of activity would be appropriate.

The students will return to the groups set up in Extension Lesson 1 as they share common background knowledge necessary to serve as a starting point. The students will have an opportunity to familiarize themselves with navigating the bible as well as the WWW to read an on-line article. Challenging students to independently research media text and craft a reflection paper that includes reference to scripture will be the culminating activity.

### Expectations

#### Ontario Catholic School Graduate Expectations:

- works effectively as an interdependent team member
- respects the rights, responsibilities and contributions of self and others
- exercises Christian leadership in the achievement of individual and group goals

#### Ontario Curriculum Expectations:

By the end of Grade 4, 5, 6 students will:

- (Reading) recognise a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning.
- (Media Literacy) demonstrate a variety of media texts.
- (Writing) generate, gather, and organize ideas and information to write for an intended purpose and audience.

### Modeled Lesson

Explain to the students that they will be participating in a Scripture Scavenger Hunt

Model the procedure by inviting the students to attend while the process is defined. Use *Air and Water* (page 18) of the mentor text.

Think Aloud what you determine the main theme of the page to be

Suggest several options such as pollution, environmental challenges, physical challenges, gender bias, etc.

Select one of these topics as your catalyst. For the purpose of this lesson gender bias will be the selection.

Challenge students to determine why the women and girls in the village are expected to collect the water

Discuss this issue whole group and ask about whose voices are marginalized or unheard

Introduce *The Catechism of the Catholic Church*

Explain that this book is a tool in determining the Church's position on topics and also provides reference to scripture for validation

Demonstrate using the subject index at the back of the book to find the topic you are interested in finding – in this case look under *Women*

Share some of the readings as a whole group

Compare Catholic teachings to real life practices in relationship to the selected theme

Identify possible bias, marginalized voices, etc.



## During Teaching Assessment Opportunities

Through observation and the use of anecdotal notes you may determine student engagement and participation during the modeled lesson.

### Shared Lesson

Assign student groups

Distribute mentor texts, Bibles, paper

Generate focused topic possibilities through student small group discussion (i.e. Food – Jesus Feeds 5000)

Support learning by circulating around the classroom checking for understanding, challenging thinking, modeling using appropriate text

Share findings as a whole group

Engage students in meaningful talk, challenge thinking, prompt open-ended questions, push boundaries related to past assumptions about topics

## During Teaching Assessment Opportunities

The students may complete group work self-assessment reflections or charts. The teacher may observe and use anecdotal notes while circulating around the room. Listed are criteria the teacher may consider while circulating around the room:

Was the student an active participant in the group?

Did the student come prepared with the assigned work beforehand?

Was the student engaged in the task?

Did the student help prepare the charts?

Did the student participate in the presentation of findings?

Was the student able to answer questions related to the data?

Was there evidence of higher-order thinking?

### Independent Lesson

Incorporating Media Literacy is a way to address biases on the Internet. The teacher may choose to have all the students visit the same site or allow the students to use a search engine to find a site. For the purpose of this lesson [www.vision.org.nz/fileadmin/user\\_upload2/Lunchbox\\_Oct\\_06.pdf](http://www.vision.org.nz/fileadmin/user_upload2/Lunchbox_Oct_06.pdf) may be used as the model. The theme, *It Takes A Village To Raise A Child* is inverted to *It Takes A Child To Raise A Village*.

Explain that this lesson's task has to do with using critical literacy when using the Internet

Write the web address on the board and have the students type it in. The students read the two-page article independently. Struggling students may require a previously taped article or have it read by a peer.

Display passages from the Bible that appear in the article on chart paper.

Challenge the students to find these referenced readings in the Bible

Create a reflective piece that summarizes: individual thoughts, feelings, concerns, enlightenments, challenges, and disagreements based on the article. Have the students write what they could do as a child 'to raise a village'. This may be created on a publishing program, word program, PowerPoint program, or in a Religion or Writer's Workshop notebook.

## During Teaching Assessment Opportunities

- Writing rubrics that have been created by the class may be used for this activity. In *The Ontario Curriculum Grades 1-8 Language Revised 2006* the achievement charts outlined on pages 20-21 may serve as appropriate assessment.

## Resources for Designing Catholic Curriculum

In addition to the Ontario Curriculum, the following resources are to be used when designing Catholic curriculum:

Catholic Curriculum Maps, CCC  
Catechism of the Catholic Church, CCCB  
Curriculum Support for Catholic Schools V2, EOCCC  
Education for All, EDU  
Educating the Soul, ICE  
The Ontario Catholic School Graduate Expectations, ICE  
Writing Catholic Curriculum Course, CCC  
Learning from Assessment, CCC

When using this unit, further instruction and resource references can be found in:

*Fully Alive* (Gr. 1-8), OCCB - Strands: Commitments, Contributing to Society  
*Born of the Spirit*, Gr. 1-6, NORE - Strands: Basic Catholic Teachings & Moral Awareness

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